

Integrating Gender and Nutrition within Agricultural Extension Services

Activity Sheet

March 2016

Gender and Nutrition in the Context of Agricultural Value Chains

Time:

1 hour, 45 minutes

Materials Needed:

- Flipchart with activity title and objectives listed
- Markers or crayons
- Masking/scotch tape
- 50 blank colored cards (5" x 8")
- Value chain cards – one set for each small group (prepared in advance)
- Flipchart illustrating generic value chain



Introduction

Women and men are likely to have different objectives for participating in agricultural value chains, and different abilities to access and use new technologies and information. Understanding these differences in terms of gender-based opportunities and constraints around decision-making, access and control of resources, and women's ability to engage in horizontal (e.g. producer groups) and vertical (e.g. with input suppliers and buyers) relationships along value chains is critical to developing effective agricultural value chains. By understanding the gender and nutrition dimensions along the value chain, and increasing women's control of income generated from agricultural production, food security and family nutrition have been shown to increase.

Objectives

- 1) To explore ways to integrate gender and nutrition into the various stages of a value chain, with an emphasis at each stage on who has access to and control of resources, who makes decisions, and who performs the work.
- 2) To confront power relations and entrenched societal norms embedded within the different stages of a value chain.

Preparing Value Chain Cards

Prepare one set of value chain cards for each value chain that will be analyzed. Put each of the following phrases on a 5"x8" card.

Equipment and Input Suppliers

Producers

Traders and Marketers (local)

Transporters

Processors/Packaging

Export Marketers

Retailers (shops/grocery stores)

Consumers

Steps

- 1) Review title of activity, objectives, and brief introduction. **(5 minutes)**



- 2) Provide a brief overview of “what is an agricultural value chain?” to the whole group before participants self-select into smaller groups. Draw a simple value chain on the flip chart paper in advance to use in the discussion. Have the group identify local agricultural value chains (ie. maize, rice, fish, poultry) they would like to work on. **(10 minutes)**
- 3) Break larger group (if more than 10 people) into smaller groups of 5 people each and have them self-select the value chain they would like to work on. Try to have approximately equal numbers of people in each group, and both men and women participating in the smaller groups. Have the smaller groups work in different areas of a large room or place where they can spread out the value chain cards. Give each group a set of the value chain cards. **(5 minutes)**
- 4) Have each group arrange the value chain cards in the order that the group believes the chain occurs. Provide them with blank cards, and invite them to add extra cards if needed to explain the steps in that value chain. If you have adequate wall space, tape the cards on the wall. **(15 minutes)**
- 5) Once they have completed the agricultural value chain, have the group identify and add to each value chain card the roles of men and women at each stage of the chain, using the symbols for men and women with brief descriptions of their exact roles. Also include who has “control” or makes the decisions affecting the product at each stage of the value chain. **(15 minutes)**
- 6) Once this portion of the exercise is completed, have each group decide what are the nutritional issues at each stage of the value chain – (ie. loss of nutrition at post-harvest; lack of access to foods with sufficient protein content for pregnant women). **(10 minutes)**
- 7) Have each group present their work to the larger group by moving around small groups’ work – focusing on their recommendations for understanding the impact of gender roles on the value chain and how nutrition might be improved at each stage of the value chain by asking the following questions. **(30 minutes)**
 - Who has **access** to the resources at this stage?
 - Who **controls** the resources at this stage?
 - Who **decides** what is happening at this stage?
 - Who **performs** the work at this stage?
 - Where are there **nutritional bottlenecks** in the chain for the most vulnerable?
 - In what ways can women be more actively involved in the different stages of the value chain?
 - At what stage(s) of the value chain can extension workers have the most influence to address issues of gender and nutrition?



Now What?

Putting the activity into practice. Ask the participants to return to their small groups and discuss how they see themselves using this activity in the field by responding to the following questions, ensuring that every group member has the opportunity to provide his or her response.

*As the trainer, in what **ways** and with what **audiences** could you implement this activity?*

*What **changes** might you need to make to the activity?*

Ask each small group to share **one idea** from their discussion with the whole group. **(20 minutes)**

References:

“Integrating Gender and Nutrition with Agricultural Extension Services” Facilitator’s Guide. USAID Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES), 2015. <http://dev.ingenaes.illinois.edu/wp-content/uploads/Gender-and-Nutrition-Facilitators-Guide.pdf>

“Integrating Gender in Agricultural Value Chains (INGIA-VC) in Kenya.” USAID Growth Access to Trade Expansion Project, Arlington, VA: Development & Training Services Inc. (dTS), September 2008. Rubin, Deborah, Cristina Manfre, and Kara Nickel Barrett.

“Integrating Gender into Extension Services” USAID Modernizing Extension and Advisory Services, (MEAS), 2012. <http://www.meas-extension.org/meas-offers/training/integrating-gender-into-extension-services>

“Applying Gender Responsive Value Chain Analysis in EAS”. MEAS Technical Note. 2012. Rubin, Deborah and Manfre, Cristina. <http://bit.ly/1UgyjBd>



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